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ABSTRACT

The purpose of this investigation was to search for new educational policies that would help renew and invigorate old ideas and concepts about inservice and professional development programs in the public schools. The methodology included both qualitative and quantitative functions. The key technique was an interview schedule with Likert-type questions that were proven very reliable through statistical analyses. Persons interviewed were identified as highly competent Louisiana teachers and administrators with a record of positive creative attitudes toward themselves, others, and their work. Eight superintendents recommended supervisors and elementary and secondary principals. The chosen principals were asked to select teachers who also met the criteria. Overall, 150 subjects were studied with considerable depth, although 107 were used in final analyses. Descriptive data laid the foundations for pragmatic interpretations that were applied to the formulation of 13 vigorous policies designed to have new but realistic implications for implementation mechanisms within a hopeful idealistic framework. (Author/MLF)

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NEW POLICY IMPLICATIONS FOR INSERVICE AND PROFESSIONAL DEVELOPMENT PROGRAMS FOR THE PUBLIC SCHOOLS

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This research project was completed through the efforts of several individuals. The nucleus of the research team is listed below:

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ABSTRACT

The purpose of this investigation was to search for new educational policies that would help renew and invigorate old ideas and concepts about inservice and professional development programs in the public schools. The methodology included both qualitative and quantitative functions. The key technique was interview schedule with Likert-type questions that were proven very reliable through statistical analyses. Descriptive data laid the foundations for pragmatic interpretations that were applied to the formulation of 13 vigorous policies designed to have new but realistic implications for implementation mechanisms within a hopeful idealistic framework.

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INTRODUCTION

Current educational policies always seem twenty-five years behind the times regarding the problems teachers and school administrators face today. This paper seeks to identify some of the well-springs of change needed to re-direct current philosophies guiding inservice education and professional development programs in our public schools. In the current study, the source of developing new policy implications came from positively-oriented successful teachers and school administrators in several school districts.

Part One of this paper presents the purpose of the study, which is, in general, a search for new educational policies that would help renew and invigorate old ideas and concepts about inservice and professional development programs in the public schools. The methodology included both qualitative and quantitative functions. An indepth interview schedule was developed in which "open-ended" questions were posed to subject respondents. Then, a "focused question" section was developed in which Likert-type quantitative questions were asked.

These two forms of data collection formed the bases for quantitative statistical analyses and for qualitative concept analyses reported as Basic Findings (statistical and conceptual). This constitutes the content of Part Two. The two methods laid the groundwork

for developing new policy statements. Part Three presents the thirteen policy implications that were developed along with a general discussion of each policy. In this regard, the central interpretative educational philosophy was pragmatic in that every policy implication was developed and discussed with possible realistic implementation mechanisms within a hopeful idealistic framework.

PART ONE

The assumptions underlying continued pursuit of professional development throughout careers are made from our philosophical beliefs about society and what we perceive to be necessary for competence in our chosen fields. But whatever paths our lives take, the fundamental assumption must be the unwavering belief that entrance into the teaching profession is a beginning point in life-long matriculation in programs of inservice education and professional development. When we cease to believe this truth, being a teacher must logically lose its appeal and therefore turn our professional spirit toward other directions, resulting, in essence, in the lose of any potential growth we might have possessed.

With so many teachers and administrators dissatisfied with their educational careers, our research team at the Center for Educational Research and

Services at Northeast Louisiana University felt that one possible solution to this growing wave of unhappiness with our elementary and secondary schools would be to study inservice and professional development programs and thus be prepared to make some recommendations to state legislators, educational planners, school administrators and teachers in the form of some old ideas put into new and energetic forms that serve as policies guiding inservice and professional development programs within the work environment of the public schools.

Perhaps not surprisingly, improvements in these programs cannot occur unless there is sincere cooperation between and aggressive interfacing between college professors and teachers and administrators in the schools.

We knew that random sampling from a general population would not yield us what we wanted. We wanted to identify the attitudes and beliefs of highly competent teachers and administrators in public school settings with a record of positive creative attitudes toward themselves, others, and their work. Further, the literature revealed a conspicuous absence of samples that specifically sought these kinds of individuals in our public schools. We believed that their views would hold more promise for developing new concepts surrounding inservice education and professional

development programs than would be possible by conventional random sampling techniques based on population theory. We hypothesized that if individuals with a history of positively sustained attitudes held any negative views of their own school systems, it would provide educational policy makers and planners important bases for proposing new concepts of policies governing these programs.

Thus the purpose of our study was to identify possible new sources of policy formation from educators with a positive outlook. We believed that negative feelings would only produce negative results, either in practice or in theory, especially from samples of individuals displaying a history of dissatisfaction with their jobs. We felt that when people with positive attitudes make constructive criticisms, any interpretations of their statements would be worth careful attention from anyone concerned with inservice and professional development programs.

We obtained the cooperation of eight superintendents in Louisiana who agreed to our selection process. We also wanted to study the cooperating superintendents and their attitudes toward inservice education and professional development programs. From them we further gained their recommendations from among their school board members. We also asked them to select supervisors and elementary and secondary

principals. Then, the chosen principals were asked to select teachers who also met the criteria. Overall, we studied with considerable depth 150 subjects, although 107 were used in final analyses.

We decided to use an interview schedule along with a questionnaire. The former was qualitative and the latter quantitative. The interview schedule included open-ended and focused questions. In the quantitative approach we utilized one and two-way anova with Scheffe's follow-up t-tests (SPSSX, 1986). There were a rather large number of significant t-ratios and F-ratios, ranging from $p < .10$ to $p < .00005$. Alpha reliabilities for sub-scales ranged from .37 to .75 based on 27 items arranged as rating scale measures. For example, the Likert-type questions were appropriately additive on four major dependent variables which included measures of the Louisiana Professional Improvement Programs (PIPS) (.59); effects of professional development programs (.71); impact of professional development programs on student learning (.75); and personal assessment of professional development (.37). The interview data were examined through conceptual analysis suggested by other researchers Bogden and Biklen, 1982; Bowles & Arnold, 1976; Karst, et al., 1982).

The interview data were collected through a open-ended schedule that included three basic questions (with suggested probes):

* Are your inservice programs representative of your pre-planning goals and procedures? Probes: quality of communication; input receptivity; opportunities that meet personal need; satisfaction with current programs; use of past, present, and future (a general picture of historical changes over time.)

* Are there other programs besides PIPS (Professional Improvement Program - State sponsored and financed), inservice or professional development, or academic courses that you feel can benefit you professionally? Probes: same as above.

* What do you think of PIPS (The Louisiana Professional Improvement Program)? Probes: quality of the planning; organizational structure; likely success; problems.

We obtained a team of 20 volunteers for the field research, including professors, graduate assistants, and under-graduate students. The volunteers underwent a six-hour workshop which prepared them for conducting indepth interviews and administering the questionnaires on an individual rather than group basis. We constructed dramatic episodic videotapes which exemplified good and bad interview principles and

techniques. We also used other materials to provide our interviewers with appropriate skills and attitudes.

A typical field condition involved bringing five to 10 interviewers to a school board office where selected subjects were interviewed. The length of each interview varied from 45 minutes to 8 hours, thus making it difficult to plan pre-determined periods of time. It was important to allow each interviewee an opportunity to set his own agenda and amount of time needed to complete the interview. The purpose of indepth interviewing is to discover truth, thus avoiding the classical danger of leading respondents into conditions in which we get the answers we want, not what they believe to be true; or equally subterranean, forcing respondents to answer questions too quickly or without conviction or deliberation because we want to simply and quickly end an interview. We felt that an objective interview approach would provide us with more interpretive power, since statistical results can often fall short of providing fuller contextual meanings when based solely on rating scales judgments or overly-simplified questionnaire rating scales garbed in sophisticated statistical testing. We believe that our approach far exceeded our greatest expectations.

PART TWO

BASIC FINDINGS (STATISTICAL AND CONCEPTUAL)

* Age, sex, position, experience, and degrees all resulted in statistically significant differences among subjects interviewed.

* Elementary and secondary teachers and principals were significantly different, as were superintendents and school board members on crucial policy issues.

* The higher the position, the higher the perception that these programs had an impact on self-improvement and effected the learning levels of children through improved teaching.

* University professors vastly under-estimated the intensity of the beliefs held by teachers and principals regarding university receptiveness to school district needs. They believed that professors were not receptive to their developmental needs. A dominant comment was that when university professors added new courses they were really only changing the numbers or titles on them.

* Extremely important obstacles to cooperation and coordination were located in communication of messages across positions in school districts. If you were older, were male, had more experience and degrees, and held a higher position the messages you issued and the messages you received were more direct and understandable as your level of position increased. In other words, the lower in the organizational structure

you were the less others were influenced by you or listened to your ideas, resulting in what they believed to be justified feelings that more experienced peers were less willing to facilitate your professional growth than you orginally thought they would.

* Elementary teachers and principals worked harder than secondary school teachers and principals to improve themselves. Elementary teachers worked harder to convey their needs to their principals than secondary teacher did. Elementary principals were more concerned about faculty development in specific programs and methods than secondary principals, although secondary principals perceived themselves as playing a more important role in faculty development from a philosophical point of view. The interviews, in fact, revealed that secondary principals held more distance between themselves and their teachers than elementary principals did. A stronger bond of affection existed between elementary principals and teachers than could be found between secondary principals and teachers. Further, elementary teachers perceived inservice and professional development as having more impact on improving them than did secondary teachers. But this follows from their higher level of concern for self-improvement than secondary teachers and the fact that their principals expressed more concern about it.

* Female teachers and administrators were significantly more supportive for inservice and professional development programs than males; inexperienced males were significantly less favorable toward these programs. When the PIPS program was first introduced to teachers in Louisiana there was a small vociferous group of educators who publicly expressed extreme opposition to the program. From our data it appears that these opponents were highly likely to be inexperienced male teachers; those most for the program were likely to be inexperienced female teachers, although at the time public debate on the question of implementation of PIPS became the object of public attention, they did not express their views in any politically organized way.

* School board members and superintendents continually held significantly higher opinions and views of inservice and professional development programs than did the most positive and constructive of teachers, especially on classroom program effects and program impact on individual self-improvement. Whether this more favorable attitude was the result of their being in administrative positions which required them to express higher institutional ego statements designed to shape public opinion, or for other reasons, could not be

determined from the interview data. But why this difference existed should be the object of future research efforts.

In summary, inservice and professional development programs depended heavily for success upon (1) ability of individuals to provide input into activities designed to improve their attitudes and skills, (2) on how much they believed they had personal control over their improvement programs, (3) on the quality of communications involved in the mechanisms of inservice and professional development programs (4) on how much allowance was made for applying their own creativity for constructing their own yearly development plans, and (5) the amount of contribution to new ideas and methods that individuals felt was within their powers to effectively project to others was strongly related to age, sex, position, and experience. There were no simple yes or no answers. If you were older, were male, had more experience, held a higher position, and had more academic degrees you perceived your contributions as considerable: you saw more opportunities for input, were happier at your job, and were more listened to for ideas and plans than if you were younger, were female, had less experience, and held only a Bachelor's Degree.

DISCUSSION OF FINDINGS AND POLICY IMPLICATIONS

POLICY IMPLICATION 1
ESTABLISH SOCIAL MECHANISMS WHICH ASSURE INFORMAL SOCIAL UNITY AS POWERFULLY AS FORMAL PROFESSIONAL UNITY.

Discussion:

As necessary as professional association is to an organization, it is equally necessary to provide for informal personal association across age, experience, degrees, positions, and gender. Just as formal meetings are scheduled for professional purposes, so too must informal meetings be scheduled for social purposes. This is not a new policy idea. Chester Barnard (1938) proposed it more than 50 years ago and it remains the great vastly under-estimated function of educational organizations.

Barriers across positions decreased in strength and vitality and were turned to opportunities only with organizational ascension. School boards should engage in a procedure of policy analysis and self-assessment that identifies problem areas in organizational communication and position attitudes and functions and specifically build in mechanisms for social relationships that can make friendships last for a life-time, for it is friendships that make life more bearable and democratically-inspired rules and policies more durable.

Policies must be designed to reduce barriers by first making them equitable and fair for everyone in a school system. For example, some things were simple and

were over-looked as carrying any moral import or professional bearing. The clash of perceptions about the nature of educational organizations was evident. Most teachers and administrators did not possess any single view.

Further, a primary conflict was whether education was organized on business models or not. Even in business, however, the informal organization is recognized as important as the formal organization. But for those teachers and administrators interviewed, who themselves recognized the need for informal social organization, there was the belief that most of their colleagues felt there was little room for socialization. Even among some of the respondents a few believed they did not have a great need to know others as persons in the organization. Those who felt it was important to know others also felt that some form of planned but informal socialization was vital for communication to be meaningful across positions. The general opinion was that awareness of others made communication across experience, age, sex, and position more effective and positive. It would appear from these data that the typical teacher and administrator would not take much stock in the importance of a structured informal social organization for their schools. However, for those we interviewed nothing could be made more plain than their need for colleagues who were also good friends.

POLICY IMPLICATION 2

STATE LEGISLATURES MUST GREATLY EXPAND THE TRAVEL BUDGETS OF SCHOOLS MUCH IN THE SPIRIT AND MANNER CURRENTLY APPLIED TO PROFESSORS OF HIGHER EDUCATION.

Discussion:

There is nothing ethereal or sanctified among professors that would logically prevent public school teachers and administrators from the same travel privileges found at the higher level. At the present time it appears that only a few "privileged" school administrators or teachers with special missions or functions are permitted the freedom to travel to annual meetings. Analysis of budget priorities are in order.

However, the classical assumption that only privileged administrators or teachers have the right to travel is consistently justified by the very budget restrictions that need re-evaluation. For our respondents, it was as though there existed a belief among school administrators that this was truly the nature of things and was an accepted policy nation-wide.

"Time-on-task" for the teachers and administrators we interviewed was found to be a matter of "complexity surrounding autonomy." Most of the teachers and administrators that we interviewed felt that there was no logical connection between the quality of teaching and the amount of time spent by teachers teaching. They generally felt that it was unfortunate that most of their colleagues, especially their administrators, believed that time spent out of the classroom was a

logical case for keeping teachers at their assigned posts and away from professional travel that removed them from their students and made them ineffective teachers.

The unique characteristic, we believe, of the people we interviewed was that even though they saw problems, they weren't discouraged by them and they did what they could in the time that they had. Those of us with less professional spirit drop out or quit when things don't go our way. We discovered through our interviews that teachers who truly love teaching never quit and will always find ways for maintaining their interest, their drive, and their professional spirit.

Travel funds for peer consultations or for fundamental professional meetings in the several disciplines were reserved largely for "higher level" employees. In one district a school board member was an active member in a national association and travelled considerably around the country. Another individual attended several leadership conferences held in various locations in the nation. The assumption was that ordinary teachers, especially beginning or non-tenured teachers, had not yet "earned" the right and privilege of open access to travel with the same degree of facility that higher positioned individuals enjoyed. Being eager to participate or being willing to learn had little to do with how the organizational structure

functioned in real settings. In short, those who most wanted to learn and grow professionally were exactly those who were least privileged to do so.

POLICY IMPLICATION 3
STATE LEGISLATURES SHOULD PROVIDE ADDITIONAL FUNDING FOR INSERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAMS THAT ARE CONDUCTED "ON SCHOOL TIME."

Discussion:

Many countries are now experimenting with new ways and ideas that allow individuals sufficient time and financial support to fulfill their defined needs for professional growth. For example, in Australia, there are now school systems holding inservice education at the building level one full day every week for the academic year. They discovered that the process of learning in children was not destroyed because of it but on the contrary actually enhanced and improved interest in learning simply because the teachers were improved, had a better attitude, and related to their students more intensely and vitally.

State legislatures should provide additional funding for inservice education and professional development programs that are conducted "on school time." The time-honored expectation that teachers and school administrators must develop their talents and attitudes "on their own time" must be changed. A day or two of "inservice" at the beginning of a school semester, paid for by the board, is a standard national

policy requiring a vastly improved philosophy that can be expressed only through budgetary considerations. What actually is involved here? A one-day-a-week inservice and development program paid for by the local school boards. This involves nothing less than the desire for self-fulfillment of our great social and cultural ideals which can be achieved through the hopes and aspirations of our teachers and school administrators. If inservice and professional development programs cannot be ultimately perceived as providing expansion and freedom of mind, not only for teachers but also for the children they teach, then most certainly professional atrophy created by narrow visions of budgetary support harnessed by boredom and laisse'faire attitudes, can only be the beginning of the end of any chance for creative and genuine autonomous scholars and teachers to exist in our public schools and colleges of education, for nothing is as certain as that the fate of the public schools is tied to the fate of colleges of education in universities, irregardless of what high-brow scholars or know-it-all politicians might say.

Another aspect of this problem deals with using money as an incentive for self-improvement. Considerable confusion existed in the minds of those individuals we interviewed. Money was important, but not as important as most people might think. We thus

concluded that the issue of money was tied to their inadequate salaries, not to any "extra-pay" they might get for participating in an inservice or professional development program after school hours. Compared to other professions, and even compared to non-professional groups, they felt grossly unpaid and unappreciated.

Yet, there were other considerations, especially as they revolved around the quality of the programs and the freedoms and responsibilities people have as individuals to create their own models of improvement and development. There were many groups and individuals external to the educational enterprise who assumed that the money tied to PIPS points was the major reason for people entering the program. The sample we studied indicated money gained from PIPS was not a major motive for entering. Age played a larger role in this decision. Younger teachers, however, stated they went in more for money; older teachers and administrators sincerely said professional improvement was the main reason they went into PIPS. Part of the difficulty for interpretation was the great disparities among and between teachers and administrators regarding salaries. There were greater rewards for older males with higher positions and more experience, especially in schedule and merit salaries.

The question of money, thus, was not strongly related to inservice and professional development programs. Many administrators we interviewed stated a powerful belief: if people had to be paid to attend inservice and professional development programs then internal interest and desire to improve was weak. However, the criticism missed the point made by others we interviewed: to expect individuals to "go after the money" after school hours and on week-ends only created more "burn-out" pressures that the PIPS program was designed to relieve. Too many teachers, it was said, simply became "all pipped out," and it had nothing to do with money.

POLICY IMPLICATION 4

SCHOOL BOARDS SHOULD DEVELOP POLICIES DIRECTED AT THEMSELVES BECAUSE THEY NEED TO CREATE AN ENVIRONMENT IN WHICH THEY CAN LEARN MORE ABOUT THEIR TRUE PURPOSES AND FUNCTIONS IN AMERICAN CULTURE.

Discussion:

School board members must become more knowledgeable of procedural and methodological difficulties within the classroom setting. They must become more keenly aware of differences between administering philosophy and administering classroom climate and methods. They must learn to become more effective in expressing district needs to politicians and legislators so that the true levity of school problems are understood and acted upon rather than merely acknowledged as ladden with difficulties external to the teaching function. The

board members we interviewed really did not believe many of the problems attributed to the classroom were sufficient enough to warrant political and legislative action. But we believe we identified why they might think this way. They simply do not know enough about what goes on in the classroom. And if confronted directly with the teachers we interviewed, they would not believe the kinds of things these teachers said to us about the problems they experienced in the classroom. Thus, school board members must become both more academically knowledgeable about the classroom and their managerial skills, thus enabling them to become more professionally active in education than they historically have demonstrated over the past several decades. It would make them more aware of their true political powers, more cognizant of the expressed desires of their outstanding teachers and administrators, and would help them build policies applied specifically to themselves that would assure them of always looking out for the best interests of their teachers and administrators and the local communities they serve.

Further, academic faculties at local universities must construct interactive mechanisms through which school board members may enroll in courses both for credit and for audit specifically and especially designed for them. Our data clearly revealed that

school boards members simply felt they were not furnished enough information and guidance to effectively contribute meaningfully to the total school picture, and very importantly, they did not blame their superintendents or other personnel. They simply felt that conditions were complicated and they lacked many skills and knowledges that would have made them feel more involved and in control of the many things that go on in their schools.

POLICY IMPLICATION 5
A MEANINGFUL RESEARCH COMPONENT MUST BE BUILT INTO THAT ASPECT OF ANNUAL STATE LEGISLATIVE BUDGETS COMMITTED TO INSERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAMS.

Discussion:

This would seem to be a logical form of policy directive, but in all probably Louisiana is not the only state that lacks a sufficient data base for making educational decisions and framing educational policies, not only for inservice and professional development, but for many aspects of the educational enterprise.

A sufficient research data base could have prevented many problems that developed within the PIPS program of Louisiana. Just a few of these problems are reported in this paper. The individuals we interviewed were more greatly divided on the quality of this phase of inservice and professional development programs than on any other aspect. The variation of responses was enormous. We traced one particular source of

difficulties to the fact that teachers and school administrators were not involved in the concept, the planning, or the implementation phases of the program.

With the legislation changing so often after PIPS became law, it was confusing to keep current with the changes. Getting the legally required number of PIPS points became chaotic. A course had to approved by the local PIPS committee. Some out-of-state "experts" were often approved while many qualified inside professors of education and other inside "experts" were often not approved. This created resentment.

In the early stages of the program the law stated that teachers and administrators of the public schools could not take courses for PIPS points that were offered within Colleges of Education throughout the state. They were denied access to education courses and were forced to enroll in courses offered in colleges outside of education, for example, in liberal arts colleges, science colleges, or business administration colleges. (This undoubtedly was politically-motivated to assure other academic colleges "outside of education" that they too would "get their fair share to student credit hours.") It was not uncommon for teachers and administrators to travel 300 miles to enroll in a Saturday academic workshop and totally oblivious of what the workshop was about, being concerned only with "getting in some PIPS points before the deadline."

Further, academic researchers at colleges and universities should begin working with local school boards to carefully re-examine assumptions surrounding time-on-task concepts. This work involves no less than the broadening of "mind-sets" and the realization that teachers need mechanisms for travel, even if its within their own districts to study what successful teachers and administrators do. "Study" must not only be something one does for academic credit. In fact, a new thrust emerging from educational research centers in this country is the growing awareness that we need development of new theoretical models guiding program concepts that compare "quality of experience" with "time-on-task" measures.

The sample we interviewed in Louisiana supported the kinds of inservice and professional development programs found in Australia. It was also important for them to encourage, foster and maintain development of careers for everyone in the system. If they had the power, they would organize inservice and professional development programs so they would function on school time. They would seek the nurturing of building level programs and intra-district professional and social relationships informally and formally scheduled and facilitated, not merely verbalized or held up as ideals.

Inservice and professional development programs are found in every state, and in all civilized countries of

the world. In our country, they have a lengthy legislative history. Some states have attempted to do more than other states. Such attempts are considered measures of dedication to preserving, maintaining, and developing the professional identity of American educators. The state of Louisiana, for example, has an incredible record regarding these programs. The state Legislature implemented the PIPS program (Professional Improvement Program) on a five-year basis at a cost of almost half-a-billion dollars. The intention was to "upgrade" educators across the state. Ironically, the program was initially opposed by state education associations. We discovered in our interviews that the reason for opposition was the apparent "high-handed" way in which the legislation was initially discussed, developed and passed through the state legislature. The legislature moved quickly to pass it. Almost the entire bulk of state educators were not involved until after the legislation and people were needed for the implementation phase at the local district level. It had been surmised by the legislature that a "State PIPS Committee" had sufficient representation from across the total educational community from initialization to implementation. It seemed highly likely that a predictable scenario would be created.

Another example of what solid research could of done to help planners make decisions involved beginning

teachers. The decision was made to exclude beginning teacher from the PIPS program. Simple survey research before this decision was made would have lead to the conclusion that beginning teachers should be included in the program. The erroneous assumption had been made that since these teachers were "fresh out of college," they would not need to belong to a program specifically designed for veteran teachers needing an "up-date" of their professional careers. What we found from the individuals we interviewed suggested that this assumption was not true. The teachers we interviewed felt these young teachers must have a role to play in their own inservice and professional development and had to feel a part of the system if it was to have any real personal meaning to them. They felt that many young teachers "took it kind of hard." Just because it was "PIPS" did not make it different.

This might seem contra-indicated by the fact they also felt they had many opportunities for development. However, the major context for these opportunities was continued academic growth by obtaining advanced degrees, not professional development in the same sense provided older more seasoned teachers or administrators. While it was true that their main early-career concerns were focused on "degree-getting," they none-the-less also wanted to become part of what older teachers and administrators wanted in the way of inservice and

professional development programs. Coincidentally, this was a discovery we extracted from the interviews. We would not have gained this insight strictly on the basis of the quantitative rating scales.

Evaluation of performance was another idea that failed in the PIPS strategies. But evaluation of performance must be used to guide the development of all inservice and professional development programs. The idea behind the passage of a Louisiana law that would force school districts to utilize supervisory evaluations of performance to form the basis of a professional development plan was a good idea that received timely bad publicity according to the individuals we interviewed who over-whelmingly supported the idea of using classroom evaluations to dictate individualized PIPS programs. But state-wide, among all teachers and administrators, it became generally considered a "bad idea." Thus, it failed to generate sufficient political force, primarily on the rationale that "poor evaluations" of teachers would become a topic for local gossips and would lead to personal and district embarrassment. Thus, the evaluations were never used in a program for which they were ideally designed.

It was an idea that should have been researched before it was summarily discarded.

Only a few individuals we interviewed expressed negative reactions to the intent of the House Bill that would have made evaluation of performance mandatory. The argument against a policy that embarrassed individuals missed the point. Evaluations must be used for every individual in a school system. Every professional in a district requires needs assessment to help them determine their goals and how to achieve them through inservice and professional development programs appropriately financed.

Thus, too many of the procedures entailed with PIPS was fraught with error after error in planning and implementation. But the most serious mistake on the part of the legislature of Louisiana was to exclude full representation from the schools and the universities, which, in fact, was lacking on the "representative teams" established around the state. Academic credit for personal improvements and professional development of school teachers and administrators should always primarily remain in the domain of educators.

Another example that created problems was how university professors were treated by the various state planning groups involved with the creation of PIPS. They were never consulted, nor were they asked to assist in the construction of a theoretical model that

researchers and scholars at universities are capable of creating. It was a perfect time for theory-modeling and the opportunity was not seized upon. It can only be concluded that Louisiana political structure through its shaping of opinion was vastly stronger than the universal power of knowledge. Therefore, little can be formally learned from the failure of PIPS because the measurement problems of ongoing programs were not installed when they could have been, nor was there a well-developed theory from which true success or failure could have been measured.

When planning for inservice and professional development programs in any state goes bad, things get out of hand and lead to decisions quite dysfunctional. For example, PIPS committees were granting PIPS credit for field trips, bus tours, flying airplanes, visiting graveyards or southern mansions, and even learning how to skin deer. Often it was determined that these "offerings" were equivalent to content in academic courses offered on university campuses. These flamboyant decisions did not portend well for the future of the PIPS program. It is amazing how well PIPS survived, and continues to survive in the State of Louisiana. Today, it is surmised that PIPS will finally be terminated by the Louisiana Legislature within the next two or three years.

For now the first five-year period is over and people have had time to reflect on all the mistakes that were made, and also profit from the triumphs that were achieved. Something had to be learned, for the law was amended 11 times within the first three years. At this point almost 80% of school teachers and administrators in the state still participate, a level that has been constant for the past few years, and is expected to remain constant until the termination.

It is, perhaps, impossible at this point to calculate the enormous amount of money that might have been used more efficiently had sufficient research methods and the utilization of previous research studies been incorporated into the initial conception.

Yet, despite the lack of institutionally sponsored research, much can be learned from study of the political infra-structure and the economic impact PIPS had. Many problems were created because the policy-makers did not utilize almost none of the usual methodologies for establishing state educational policies. It would benefit scholars and researchers to study this unbelievable attempt to improve education.

Louisiana PIPS will likely go down in American educational history as the greatest attempt to improve education ever legally administered through sanctioned state legislative approval. The money that might have

been saved through the use of previous research would make an interesting study in economics.

POLICY IMPLICATION 6

ALL MEASUREMENTS, EVALUATIONS, AND ASSESSMENTS MUST BE QUANTITATIVELY AND OBJECTIVELY DETERMINED BY QUALIFIED SCHOOL PERSONNEL WHO PERIODICALLY THEMSELVES MUST BE RE-CERTIFIED THROUGH ACADEMIC COURSE WORK OFFERED AT UNIVERSITIES.

Discussion:

The spirit of measurement and evaluation in any school system must be left to those who conduct them. For many of the individuals we interviewed there was a noticeable lack of confidence in this process of "annual review." It is quite easy to allow personal bias and political pressure to enter the picture of evaluation of personnel. Therefore, one way to improve this process would be to require supervisors and principals who make out these evaluations of teachers to continually be "re-certified" for this specific function through completion of measurement and evaluation academic courses offered at universities. The field of measurement and evaluation is grossly under-estimated as contributing to the improvement of education. Evaluators kept up-to-date would greatly improve the evaluation process so much that non-judgmental assessment would take on new meanings and come to provide more interest and desire for evaluation.

POLICY IMPLICATION 7

THE MEASUREMENT, EVALUATION, AND ASSESSMENT OF PRINCIPALS, SUPERINTENDENTS, AND SCHOOL BOARDS MUST BE CONDUCTED WITH THE ASSISTANCE OF LOCAL UNIVERSITY PROFESSORS.

Discussion:

The principles of measurement and evaluation must prevail over any erosions of objectivity that apparently and unobtrusively function within any organizational structure. There is little question that there are many difficulties surrounding a determination of how educational leaders are performing their duties. Principals can be assessed by their teachers. And principals can assess their superintendents. But who is going to do it within the school system? In all probability, the fact that assessing higher level performance is at best an awkward activity.

But it needs to be done. And there is a way out.

The evaluation of principals and superintendents, as well as school boards, constitutes a difficulty that requires the assistance of local universities whose professors are equipped and qualified to work on the problem of "objectivity" in determining success and effectiveness at every level of school administration and supervision. No academic department within a local university should avoid these evaluations on the basis that "they are too close to the situation to be objective." How extensive this rational is being used nationally remains an object for future study.

In general, the higher the position, the broader the range of measurement tools that must be used to evaluate and assess performance and attitudes. This was a problem for our sample, in that they believed that the higher in the organizational hierarchy one went the fewer and less objective the evaluations became. They felt that too often evaluations were used as a "scare tactic," something that did not particularly bother them but did, according to them, bother many of their colleagues. At the very top of the school districts we studied, it appeared that evaluation could not be clearly described, except that it applied more to individuals at a lower level.

POLICY IMPLICATION 8

UNIVERSITY PROFESSORS AND THEIR AFFILIATED ACADEMIC DEPARTMENTS MUST BECOME DIRECTLY INVOLVED WITH THE PUBLIC SCHOOLS IN THE PLANNING, ESTABLISHING, AND MAINTAINING OF INSERVICE AND PROFESSIONAL DEVELOPMENT PROGRAMS THROUGH "CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT CENTERS" OR "CONSORTIUM CENTERS" FINANCIALLY SUPPORTED BY STATE LEGISLATURES, THUS ENABLING CONSORTIA AGREEMENTS BETWEEN SCHOOL DISTRICTS AND LOCAL UNIVERSITIES TO FACTUALLY EXIST.

Discussion:

Corresponding to this policy, state legislators must look to colleges of education for the appropriate goals and direction for these programs, not to themselves or others they believe to be the most competent individuals or agencies from which to choose. Neither state education departments nor state commissions nor members of legislatures should deal directly with policies

governing inservice and professional development programs of the public schools. Their primary functions are to seek information and direction for the decisions they make, not provide themselves with data they choose to select for the decisions they make. There is a difference.

This role, the role of educational leadership, should be within the domain of faculties in colleges of education, in collaboration with public school teachers and administrators in the neutral atmosphere of "consortium centers," where planners meet, discuss, plan, and execute both specific individualized and general group inservice education and professional development programs, as well as plan research projects associated with any phases of school and university improvements on long-term bases. Of particular importance in this agreement is the recognition that both professors and university staff and school teachers and administrators both receive assistance as well as provide direction.

Further, policies adopted by school boards should be directed, though not often, to colleges of education without specific expectations nor presumptions of authority. This indirect approach would create a liaison, a bond of effective communication between local schools and colleges of education without creating zones of friction. Further, while the rating scales revealed

the locus of responsibility for inservice and professional development programs was the individual, the interviews revealed the true locus of responsibility to be organizationally concentrated. Responsibility resided not in individuals, nor districts, nor the state. It was directed at local colleges and universities. School board members, superintendents, and many principals believed that colleges were the true leaders of these programs. And while local school board members believed they were not provided sufficient information about their own programs, they did believe others should manage and evaluate them. Their interest was not control but "communication where it mattered."

Thus, school boards require a new kind of person to assist them. Such a person would be a communications professional directly responsible to the superintendent and who would work with principals, curriculum committees both in the district and in colleges of education, supervisors, superintendents from other districts, and with variously related boards and commissions that over-see inservice and professional development programs from the state level. A superintendent should not be expected to serve as a liaison person serving their own school districts as well as interacting with university curriculum committees. But school boards are not the only medium

through which changes can be effected. College deans also have a role.

Yet, our public school administrators appear to be looking away from university academia more and more, making for a potentially dangerous situation. Public school leaders can never be the masters of their own destinies any more than professors in Colleges of Education can function without the public schools. It is absolutely necessary that they be intimately connected through working consortia arrangements. After all, local universities provide them with most of their teachers and administrators. There is far more involved than merely offering academic courses on a campus. One example of how innocently the Louisiana Legislature created warring camps is the unfortunate development of the "quickly instituted" Louisiana Education Department sponsored "Administrators' Academy." It was established almost without input from or consultation with state colleges of education academic faculty. Certainly, the College of Education Deans may have been informed. But not enough academic faculty knew what was going on. The program may have quickly failed because promoters looked to higher education too late. The intensity of feelings was expressed best when a local school administrator stated that "only his own colleagues at other schools nearby could provide him with the kind of help he

needed." It was like saying that "the blind can lead the blind."

In order to truly reform college curricuia, and to truly create consortia with genuine communications with local university academic faculties, deans of education must expect, even demand, that their academic departments generate short and long-range goals that:

(A) provide planning time in which current course offerings are compared with needs defined by school boards through the academic disciplines in surrounding schools,

(B) evaluate goals and needs developed through the interaction of schools and colleges,

(C) evaluate how these goals and needs reflect changing community needs and problems, and

(D) originate state academic leadership vastly superior to requirements set by state education departments and state legislatures which often focus too much attention on "minimum standards," or "minimum foundations," and not enough on maximum standards or maximum foundations; these are political tasks requiring organized political functions with the potential to work for education effectively.

POLICY IMPLICATION 9
ALL TEACHERS AND ADMINISTRATORS MUST BE PROVIDED EQUITY AND EQUALITY IN PROGRAMS DESIGNED FOR THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT.

Discussion:

This may seem redundant except that all too often in the policy-making process the obvious often is not given its proper due. Our interviews strongly, very strongly, suggested that young teachers and administrators, especially females at the high school level, felt left out of much of the planning and involvement that should have been accorded them. On the face of it, this would seem to be an unnecessary policy statement except that it is rarely found in policy documents, and therefore is in need of specific statement.

If the individuals we interviewed are any indication of the problems produced in their systems by a lack of communications, then most certainly others should be able to take note avoid the same mistakes. Even the simple fact of awareness can be of great help.

POLICY IMPLICATION 10

ASSIGN BEGINNING TEACHERS AND ADMINISTRATORS TWO SPECIFIC "ADVOCATES," ONE FROM THE PUBLIC SCHOOLS AND ONE FROM A LOCAL UNIVERSITY. THE ADVOCATES WOULD PROVIDE ASSISTANCE AND ADVISE.

Discussion:

Older more experienced educational colleagues would allow them to express their needs more effectively through the help of both formal and informal opinions of friends. The assumption that beginning teachers did not require the same methods of creating incentives was not accepted by most of the individuals we interviewed. It appeared that they would strongly support a policy of "dual advocacy." And this seems to correspond to the national trend being suggested by College of Education Deans in which academic faculties are beginning to "guarantee" their products. This type of policy should apply national-wide, and not be restricted to particular areas or states. It would also be applicable to any state seriously seeking to improve its inservice and professional development programs.

POLICY IMPLICATION 11

INDIVIDUAL TEACHERS AND SCHOOL ADMINISTRATORS MUST BE PROVIDED 50% OF THE WEIGHTING SCHEME IN MEASUREMENTS USED FOR EVALUATION OF THEIR PERFORMANCES USED FOR INSERVICE AND PROFESSIONAL DEVELOPMENT YEARLY PLANNING.

Discussion:

It appears that too many policy-makers assume that individuals are generally incapable of assessing their own abilities, aspirations, and needs. This might explain why institutional directions have been so

elaborately structured into programs like inservice and professional development. But as elaborate as they are, they still remain largely undeveloped comprehensive planning schemes of inservice education and professional development programs based upon individualized intelligent self-direction needed by professional educators.

The quantitative data in our sample showed that the individuals we interviewed felt very strongly that they were able to have their ideas and methods incorporated into the curriculum; but, the indepth interviews indicated a clarification of this belief. Their ideas and methods referred more to classroom practices than to developing their skills and deepening their knowledge of their field. Further, they believed that they should have much more to say about their own self assessment and how it was to be used for their benefit, both for development of their PIPS plans and more importantly for their own plans and goals on how they envision their own professional development. The 50% estimate was based on the quantitative data we collected through the Likert-type rating scales we developed.

Thus, an individual's own self-assessment for the purpose of inservice and professional development must count for as much as institutional assessment for that purpose.

However, individuals who plan their year of activities should not be allowed to proceed without consultation with a small group of peers with the power of counter-recommendation. In other words, no one should be allowed to develop a plan that would not lead to improvement. This is a difficult factor to work with since the individuals we interviewed were naturally more interested in developing their own programs, and would more likely contract for activities that would make them think more and work harder toward improvement. However, many more individuals are more likely to contract for activities that do not tax them. Another example from the PIPS program can be cited.

One of the great fallacies that existed in the state PIPS program was the cavalier way in which people were gaining points in workshops and courses totally unrelated to their known professionalneeds. Our interviews suggested that a source of this problem was not unprofessionalism or lack of sincerity for learning on the part of participants. Nor was poor coordination or planning central. It appeared that the inability of individual teachers to include self-assessment in the pre-planning process was the major problem, although other factors also played a part. The offerings and the scheduling became more dominant than what individuals needed.

Thus, policies must begin to address this problem with revisions in current policy statements. Assessment and evaluation statements should be so worded that they allow individual teachers and administrators more personal responsibility for estimating time and planning for activities designed to improve their attitudes and performance. Advocates could truly be of valuable assistance in this procedure because they could more objectively deal with evaluations and assessments that would be in the best interests of those they are truly trying to help.

POLICY IMPLICATION 12
INSERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAMS MUST BE "DAY-TIME" ACTIVITIES IF THEY ARE TO EVER ACHIEVE THEIR POTENTIAL AS DYNAMIC MEANINGFUL PROFESSIONAL EXPERIENCES.

Discussion:

Study at night for advanced degrees after a long day's work establishes the foundations for the spiritual destruction of the professional life of almost all educators. Only a few choice rare individuals can surmount the difficulties and the vast number of obstacles involved.

Without any of the advantages of the research we did, the phenomenon is a fact long-known by college professors and did not escape notice of the individuals we interviewed.

Teachers and administrators came to the academic classroom mentally and physically drained. They simply were tired after working all day. Yet, professors expected them to be alert and ready for three straight hours of lecture and discussion. The teachers and administrators we interviewed believed this was an unrealistic arrangement and it appears it will always be that way unless some ideas ideas and policies are tried.

Further, when individual professors expected heavy after-class assignments, the tension it created was greater than the relaxation and the excitement for learning the classroom was supposed to provide. Administrators, particularly, felt that colleges of education must develop more formal and more informal courses, less steeped in "grade competition" and more for helping others teach their subjects better, less postured for maintaining old courses and worn-out methods, and more attuned to developing new curricula, new methods, and new philosophies that reflect what is currently needed in society. Thus, it was understandable to hear individuals criticize university academic programs and the failure of professors to sincerely address their real needs, even though the sample we interviewed contained constructive individuals. From our point of view, this finding was

extremely meaningful for providing some new thinking about an old problem.

Within the realm of possibility would be the idea to offer academic classes to those individuals seeking to improve themselves through degree programs early afternoons rather than late afternoons or evenings. It is also not outside the realm of possibility of offering once-a-week inservice or professional development activities for whole days during each week for the entire academic school year. Structuring this as a problem for research could be an avenue through which this could be made experimental with selected model schools through local school board support. Even some "grand scale" community experimental projects at various locations across the country should be proposed and funded through the efforts of professors of colleges of education in order to validate the truth of the proposition. Chester Barnard's greatest quote was dedicated to his father and it is highly appropriate here (Barnard, 1938.)

> At a crisis in my youth he taught me the wisdom of choice: To try and fail is at least to learn; to fail to try is to suffer the inestimable loss of what might have been.

Of particular interest was the finding that the individuals we interviewed rated academic course content as their number one priority, with theory running a close second. For those individuals we interviewed

"practical reality" was not considered a high priority, although they felt that most of their colleagues considered practical applications as holding more interest and concern for them. This strongly suggests that, at least, these individuals would be willing to seek new ways and try new methods with confidence and courage.

Practical materials and methods also rated very low in the opinion of those we interviewed. Further, there is the opinion among many educators around the country that too many of their colleagues resist higher academic standards and theory on the grounds that they don't think standards need to be set beyond what they consider practical. While this may be true for many teachers and administrators, it most certainly was not true for those we interviewed. The desire for learning and knowledge were an outstanding trait almost all of them possessed.

It appears, however, that high academic standards may meet professional needs only for educators eager to improve themselves, given the fact that most professional activities must be conducted after school hours. If our standard approach continues to remain an after-school function then no real progress will ever be made in these programs. But, further, it appears that higher standards may be only for educators eager to improve themselves. It is not something professors do in the classroom. It is something teachers and

administrators decide they want to do for their own improvement and development. So in a way, professors remain at the mercy of their students when it comes to setting higher standards, no matter what the purported "quality" of the institution. Certainly, higher standards can always be set, and be set so high that no one can achieve them, not even the professors.

Further, the interviews revealed one of our outstanding findings regarding inservice and professional development. In tracing those factors which our sample stated were of most importance to them, it was revealed that their undergraduate education, irregardless of where it was earned, was the single most important force for creating positive and constructive attitudes toward their professional careers. They also indicated that the role of their undergraduate or graduate colleges and universities in their continuing education either helped them maintain these attitudes or contributed to the vigor and energy they expended toward creating their own methods of growth and development as professionals in education.

POLICY IMPLICATION 13

EVERY STATE MUST DEVELOP A POWERFUL GOVERNMENTAL EDUCATION LOBBY THAT SPEAKS IN BEHALF OF THE EXPRESSED NEEDS AND GOALS OF UNIVERSITY PROFESSORS OF EDUCATION, A COORDINATED EFFORT TO ASSURE REPRESENTATION FROM ALL DISCIPLINES IN EDUCATION.

Discussion:

In order to achieve success with this policy it is necessary for educational leadership to emerge from within state education association memberships across disciplines within the profession. The "anti-political" educators have not helped their own cause and have restricted efforts designed to create political force. It is time for them to assess their position. Educational leaders must not shirk their responsibilities to provide political leadership. "Leaving politics to the politicians" has hurt the full development of the ideals that guide our educational efforts. One way to start would be to encourage state educational association executive committees to hold inter-face meetings to discuss ways to effectively organize political lobbies within each state that would be coordinated across all the states. At the present time there are no well-recognized politically-driven intra-operational mechanisms that could achieve this kind of professional force for education.

CONCLUSIONS

How did many of the teachers we interviewed manage to escape the road to early professional deaths? Incredibly, many stated they found their avenues of growth outside of the normal inservice and professional development routes. For example, they maintained "alive-ness" through owning a construction business or a real estate company, some said they found joy in woodworking or owning a flower shop. Through these means they were able to transfer their outside interests back into their classroom attitudes. In a study by Karst (1979) one superintendent found solutions to his organizational and personnel problems by reading great novels that matched his ever-changing daily situations. He felt that his own personal professional development program was far superior to anything his board or his colleagues had provided him. In other words, the individuals we interviewed stated that they survived by healthy vicarious means that sustained their vigorous intellectual growth and interest in children.

For those of us who fail to understand the secrets of the human mind, finding outlets when inlets are missing may sound very non-professional. Yet, these tactics were proven pragmatically fruitful and filled a void, a void that was created by poor educational policies. In general, the individuals we interviewed retained their optimism and faith in the educational

process. But most teachers and administrators don't have the inner drive and determination it takes. It is a void that is growing to dangerous proportions for average teachers and administrators who survive solely by making their outside interests their means of survival. This translates into individuals totally lacking in professional dedication and idealism. It is a void that only superior policy planning can solve. Indeed, when teachers and school administrators have to search for ways to maintain sanity and a sense of professional fulfillment outside of their roles as educators, then certainly something is tragically wrong with current policies governing inservice and professional development programs.

To point to personal inadequacies would be too simple for the sample of individuals we interviewed. There were several environmental factors that many teachers and administrators we interviewed pointed to as loaded with obstacles to self-fulfillment: (1) continual legal restraints on classroom behavior; (2) a growing belief that they and their colleagues could not be trusted to handle discipline appropriately; (3) parental interference rather than encouragement and support in what needed to be done to make schools happy places of learning; (4) failure of the school environment, an environment created both by teachers and administrators, to make parents feel they were welcomed

and could walk into any class any time they wanted (one of the most devastating feelings a parent could have, the sample we interviewed believed, was to feel they were entering a prison in which hall passes were necessary to get through security;) (5) distance put between teachers and parents could have been one covert cause for parental apathy; (6) antagonisms and problems that should have been handled by principals directly and with immediate import,but were not, caused a great deal of frenzied attitudes toward students, parents, grading and evaluations which made teaching and learning less joyful and less personally satisfying than it could have been; (7) pressures everywhere with no place to turn, especially since no internal informal organization was structured through specified policies, were often the cause for unhappiness; (8) salaries had little to do with unhappiness; and (9) working within a professionally sick society, in short, an environment lacking healthy career interactions with both inside and outside individuals and agencies was a reality for many of the individuals we interviewed, and, unfortunately, they perceived that too many teachers, often including themselves, had decided that nothing could be done to improve conditions. A competitive disruptive environment among teachers and administrators creates rudeness .and inter-professional hostilities and the individuals we interviewed perceived these forms of

negativism as making teaching more difficult and learning miserable for children. However, a powerful difference between themselves and other teachers and administrators was the fact they could adjust to conditions, take on more philosophical attitudes, or find vicarious outlets that their colleagues could not. In short, they had the capacity to be cool-headed tough-minded rationalists who enjoyed their lives in teaching and learning and doing it with great gusto and high spirits.

Typical restrictive conditions are not unique to any regional area of our nation. These are the conditions that create teachers who quit teaching, who burn-out, who end up not caring for their students or themselves. They literally become dead souls, without vision, without ideals, without hope that things will somehow get better. They lack the audacity and daring of colleagues who are able to adjust better. And we need new kinds of policies that can effectively model professional and personal behavior on the kinds of individuals we interviewed in Louisiana.

It takes a particularly tough-minded person who can suffer restriction and still retain spontaneity, creativity and love of learning and teaching. It seems almost a miracle that teachers with vision and hope can remain forever positive and constructive, forever learners. It was amazing how silently resistant most of

them felt about a philosophy which demanded their continual presence in the classroom, a philosophy that included no serious organizational plans for dealing with their professional aspirations and development. Their expressed hope was that more time and money would be spent on inservice and professional development programs, money for the kinds of goals that keep all teachers and administrators creative, autonomous, and truly eager to keep education their life-long careers and supported by educational policies that keep the learning environment strong, healthy and open for them.

Deriving information from individuals identified as having sustained positive attitudes toward themselves and their professional work has proven to be beneficial in formulating general policies guiding inservice and professional development programs in the public schools.

The policies developed in retrospect may seem unrealistic, but they are not based on speculation or theories. Nor are they based on random sampling of typical teachers and administrators. Certainly they are not based upon the frustrations and unhappiness found among teachers considered "burned-out". They are premised upon educators who have found ways of dealing with the problems of professional growth and continued idealism characteristic of positive constructive individuals found anywhere in our great American system of education.

One way these policies could be developed requires institutional cooperation among state departments, school boards, and college deans and professors. They must want to do it before it can ever be accomplished. The factual foundations discovered within the data generated at our research center are real and they were reliably established through sound research methods. Anything that is achieved toward fulfillment of educational ideals and methods are achieved only because people want them to happen, not because they are unrealistic or based upon hearsay. Of particular note was the success we had with combining quantitative and qualitative methods. For example, rating scale questions that dealt with the quality of communication among and between professional levels was high. Yet, in the interviews we found that when we had asked specific questions dealing with how, through what means, and from whom they had received it and to whom they had sent information the complexities of an answer became evident.

Another example indicates the serendipitous nature of some of the things we discovered. We had created an extensive series of rating scale questions that dealt with the quality of inservice and professional development programs. There were only a few questions we had asked about the importance of colleges and universities in public school inservice and professional

development programs. Yet, the interviews revealed how extraordinarily important colleges of education were to them and how deeply they wanted their professors to maintain the highest of academic standards. In fact, the teachers and administrators we interviewed believed that the attitudes and actions of their professors was the heart of their professional growth and development. Further, the quantitative questionnaire would not have picked up on it very well. They felt surrender of these standards to those educators whose aspirations were not as high as theirs was a major contributor to classroom conditions that spelled failure in teaching and learning, factors which contributed immensely to their own difficulties and frustrations.

Lastly, professors in colleges of education need to actively seek the cooperation of these important teachers and administrators in the public schools. Public school consortia, much in the spirit developed in higher education among "common-interest" universities, should be planned by inter-institutional committees spear-headed by college of education deans and school superintendents regionally located physically near a university or college. Based on the planning, consortia within acceptable geographical limits should be developed and maintained through funding sources equitably established by state legislatures. This would be at least one way in which bright alert young

teachers could have dreams and visions about what they know they can contribute to children and to society with sustained vigor and interest. Even older veteran teachers and administrators, those least likely to change, would come to see the value of closer ties to colleges and universities for their professional life and well-being. And certainly, college professors need the same enduring cherished cooperation with their colleagues in the public schools. No single individual can be above this very simple principle of professional life in education.

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